

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Literacy By Design Grade 4

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



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INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	2	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	Every lesson includes these 5 components and writing integration was especially strong. Grammar connections are present, as well.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	It was very easy to see the K-5 alignment.
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	Lessons and activities also include spelling, grammar, and writing instruction.
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	The Essential Resource Guide seemed to be an afterthought to align with the CCSS. There did not seem to be any guidance on how to incorporate these lessons into the program.
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	It is a plus that comprehension skills have a 2 week focus, as this gives teachers time to make observations/assessments and plan for small group reteaching the next week.
Addressing the components of	X	X	X	X	X	X	X	1	Fluency is not addressed daily, except that the

reading every day?									option is included in small groups.
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	Explicit instruction on comprehension strategies is extremely strong.
12. Are teacher directives highly detailed to ensure accurate implementation?	X	X	X	X	X	X	X	2	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	There are also frequent student to student interactions.
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	2	
Student practice and application?	X	X	X	X	X	X	X	2	
Cumulative review?	X	X	X	X	X	X	X	1	It is difficult to find evidence of review in the instructional routines.
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	The Bridge Piece is a strong component.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	2	There are a variety of opportunities for documentation. The teacher would need to find balance between strong assessment and time feasibility.
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	2	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	2	Scaffolding for EL students is strong throughout. Gradual release of responsibility is the base of the model and innately provides scaffolding.
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	Scaffolding instructions for struggling readers is provided on Day 5 and 9 of each unit.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	2	The strongest element of this is in the comprehension and writing bridges, where it is almost scripted for feedback.
22. Is differentiated instruction	X	X	X	X	X	X	X	2	

prominent?									
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	2	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	2	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	There are not a variety of activities for other students while the teacher is engaged in small-group instruction.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	It is not clearly stated how students move from one level to another.
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	A ceiling of Level T for fourth grade does not provide adequate reading enrichment for students at advanced levels.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	The program is very strong, particularly in vocabulary development.
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Literacy by Design was crafted to support the entire teaching and learning community as one cohesive unit. Assessment tools inform teachers, reading specialists, ESL teachers and others who might wish to identify exceptional learners, or students who have mastered particular skills. Highly supportive in nature, the instruction is intended for those who are engaged in literacy instruction with children. The author papers within the Professional Handbook offer additional insight concerning some of the most current research-based practices. As the whole-group instruction is supportive of all learners, while including scaffolds for struggling readers and English language learners, the small group instruction is designed to meet students at their level of instruction.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Literacy by Design instruction includes whole class and small group lessons for a diverse learning community. Designed to support a true balanced approach to literacy, classroom setting recommendations, classroom management tools and other teaching resources are made available in the program to ensure implementation of instruction with fidelity and ease. Both the Small Group Reading Teacher's Guide and the Comprehensive Teacher's Guide support teachers as they identify

									the ideal classroom and instructional setting for their students.
TOTAL								62	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	1	While instructional strategies are not explicit in phonics, word study activities are grade level appropriate.
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	The interactive online phonics piece looks to be systematic and does monitor progress for below grade level students and reports back to teacher.
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	Spelling word lists are provided for each week, but activities for practice are limited.
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
9. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	2	
10. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	0	No evidence of this found in materials provided. <i>Publisher's Comment:</i> Phonics review from grades K-3 skills occurs at the beginning of grade 4 instructional year.
11. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	0	No evidence of this found in materials provided.
12. Are students taught the strategy of chunking when trying to decode		X	X	X	X	X	X	0	There is no evidence of this found in the materials provided.

multisyllabic words?									
13. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	0	There is no evidence of this found in the materials provided.
14. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	Prefixes and suffixes included in spelling instruction.
15. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	0	Appropriate words are provided in spelling, but instruction is not explicit. <i>Publisher's Comment:</i> Literacy by Design follows a Phonics scope to provide explicit instruction in syllable types.
16. Is a section of the program devoted to advanced phonics (structural analysis) skills?			X	X	X	X	X	1	
17. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	
18. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	Has a set of blackline masters to practice the spelling words (with rhyming, meaning, etc.)
19. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	1	These skills are essential for fourth grade students and this is not a strength of this program.
20. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	1	These skills are essential for fourth grade students and this is not a strength of this program.
21. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	These skills are essential for fourth grade students and this is not a strength of this program.
22. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	
23. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
TOTAL								19	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does fluency instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	Fluency instruction is not a significant part of the daily instructional routine.
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does fluency instruction include cumulative review?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	2	The online fluency seems very systematic and easy to use for practice and assessment. Teachers can grade student's recorded readings through the computer.
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	2	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	Teacher read aloud is a part of all of the whole class lessons.
9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	2	
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	This was addressed a couple of times a week, but not daily.
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	0	These skills are essential for fourth grade students and this is not a strength of this program.
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	2	
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	
17. Are both narrative and expository texts		X	X	X	X	X	X	2	

provided for students to read aloud?									
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	2	
19. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	0	There is no evidence of this in the materials provided. <i>Publisher's Comment:</i> Literacy by Design provides fluency practice but does not encourage interrupting reading for error correction.
20. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	2	
21. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	The program is weak in texts for advanced readers.
22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	2	
23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	0	There is no evidence of this in the materials provided. <i>Publisher's Comment:</i> In partnership with Renaissance Learning, the Fluent Reader software provides tools for students to time and record themselves reading text. The program graphs student results automatically.
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	The appendix offers ways to pair students for partner reading.
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	0	There is no evidence of this in the materials provided. <i>Publisher's Comment:</i> Comprehensive Teacher's Guide pg T67: The Professional Handbook provides partner work instruction for teachers.
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	2	
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	2	
TOTAL								39	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	2	Marzano's approach is embedded as each word is introduced and then practiced throughout the week.
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	Review is only apparent at the end of each theme, not cumulatively throughout the year.
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	2	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	The teacher reads aloud frequently from the student text, but other texts are not listed to accompany each theme.
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	2	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	2	The number of new words introduced with each week's theme were "just right" for the age level.
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	

Clarifying the word with examples?	X	X	X	X	X	X	X	2	
Checking students' understanding?	X	X	X	X	X	X	X	2	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	2	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	2	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	2	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	2	
Multiple meanings?	X	X	X	X	X	X	X	2	
Synonyms?	X	X	X	X	X	X	X	2	
Antonyms?	X	X	X	X	X	X	X	2	
Homonyms?		X	X	X	X	X	X	2	
Figurative meanings?		X	X	X	X	X	X	2	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	<i>Publisher's Comments:</i> Dictionary use is not explicitly taught. A glossary in each <u>Sourcebook</u> provides a labeled sample entry instructing students on the parts of a dictionary. Theme centers provide

									additional opportunities for students to utilize dictionaries.
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	0	There is no evidence of this in the materials provided.
TOTAL								60	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	2	The biweekly focus on each comprehension strategy is very thorough and comprehensive and is considered one of the strengths of the program.
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	While assessments are referenced, it is hard to evaluate their quality with the materials provided.
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	2	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	There are multiple opportunities to practice in large group, small group, and individually.
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	2	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	
13. Are guided and supported cooperative	X	X	X	X	X	X	X	2	Grouping is integral to the entire

learning groups suggested as an instructional technique?									program.
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	2	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	2	Questions for different texts were widely varied among questioning levels (stronger than most programs experienced).
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	There is a strong ratio of nonfiction to fiction (approximately 5 books to 3 at each reading level).
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Reading selections provide mentor texts in these forms with instruction in steps 1 and 2 of the daily lesson plan. Themes 5 and 13 focus on personal narrative and Theme 7 focuses on procedural text.
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	2	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	Greater choice in reading selections above grade level would improve the breadth of texts available.
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	2	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	2	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	2	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	2	

28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	2	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2	Many graphic organizers are included and available for frequent use.
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	2	
Retelling?	X	X	X	X	X	X	X	2	
Main idea?	X	X	X	X	X	X	X	2	
Summarization?	X	X	X	X	X	X	X	2	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	2	
TOTAL								67	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments <i>(examples, strengths, concerns, questions)</i>
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	The 2008 copyright date on these materials raises a question of whether the CCSS correlations were done after the program was developed.
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	
TOTAL								2	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Does the program direct the teacher in ways to increase student motivation such as:									
2. Making reading relevant to students' lives?	X	X	X	X	X	X	X	2	
3. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	2	
4. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	2	
5. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	Students work together on many activities, but project-based learning opportunities were not included.
TOTAL									7

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	
TOTAL									3

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	Train the Trainer model used, which can work well when implemented consistently.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	2	Webinars appear to provide a helpful link for teachers.
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	The PD offered a plan for teachers, including new teachers and coaches, but customization to a specific district would be at an additional cost.
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The Implementation DVDs include classroom videos and modeling, explicit instructions on how to implement the program, and author tips for teaching strategies.
TOTAL								6	<i>Publisher's Comment:</i> More customized professional development options are available in their PD brochure at a charge.